



**Potsdam**  
THE STATE UNIVERSITY OF NEW YORK

**Assessment of Student Learning  
Outcomes Workshop for General  
Education XC Designator  
February 4<sup>th</sup>, 2011  
LTEC**

# Agenda

- Review of recent program assessment data.
- SUNY Potsdam Student Learning Outcomes for Other World Civilizations (XC).
- Spring 2011 gathering of Assessment Data from courses with XC designator.
- Discussion of best practices for assessing XC Student Learning Outcomes.

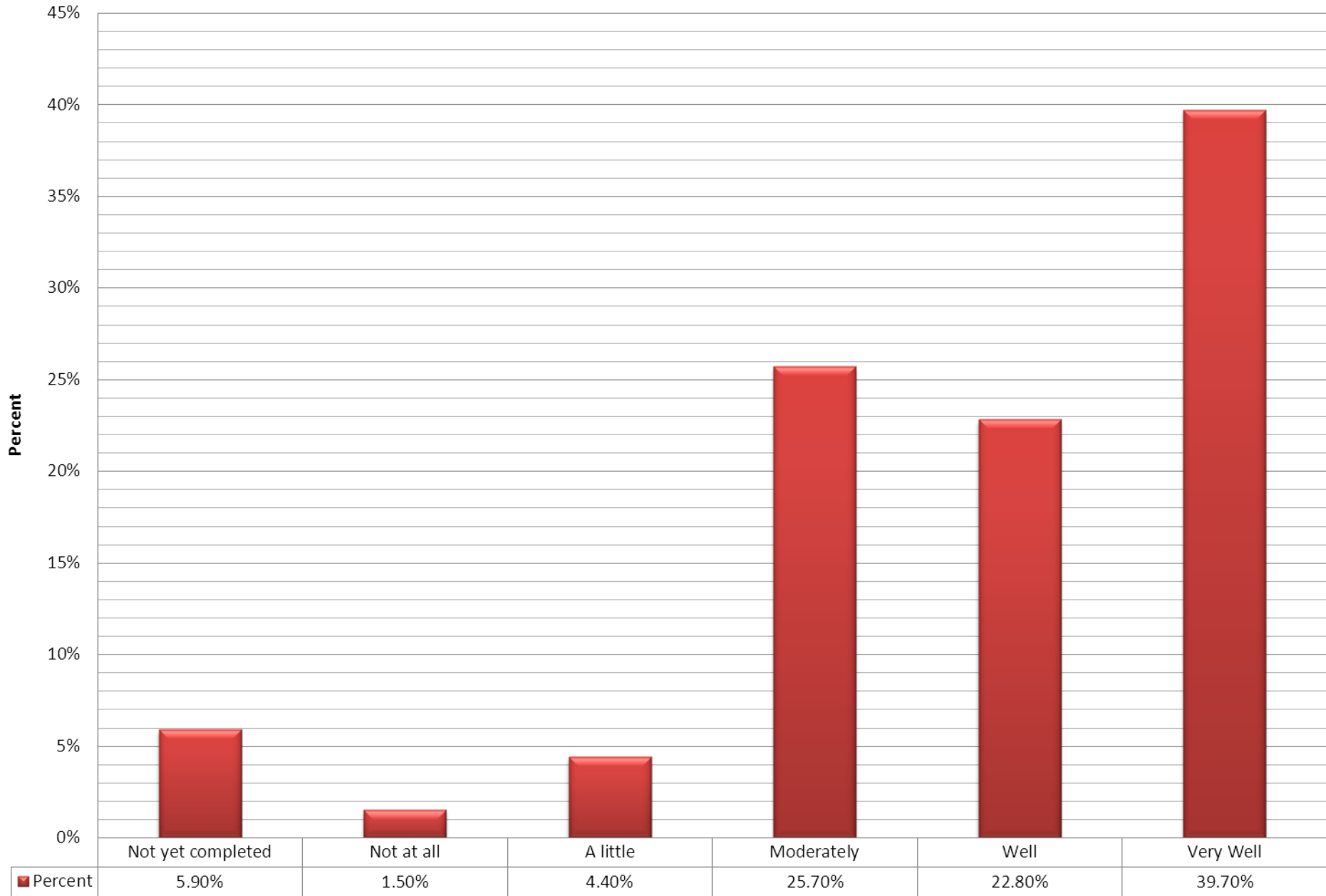
# [XC] CROSS-CULTURAL PERSPECTIVE

*(minimum 3 credit hours)*

Gen Ed Senior Survey Fall 2010  
(n=144)

- **Objective:** The **XC** course teaches students the comparative, holistic study of a people or peoples or ways of life not derived primarily from European civilization such as the societies, civilizations, or cultural traditions originating in Africa, Asia, Oceania, or the Americas.

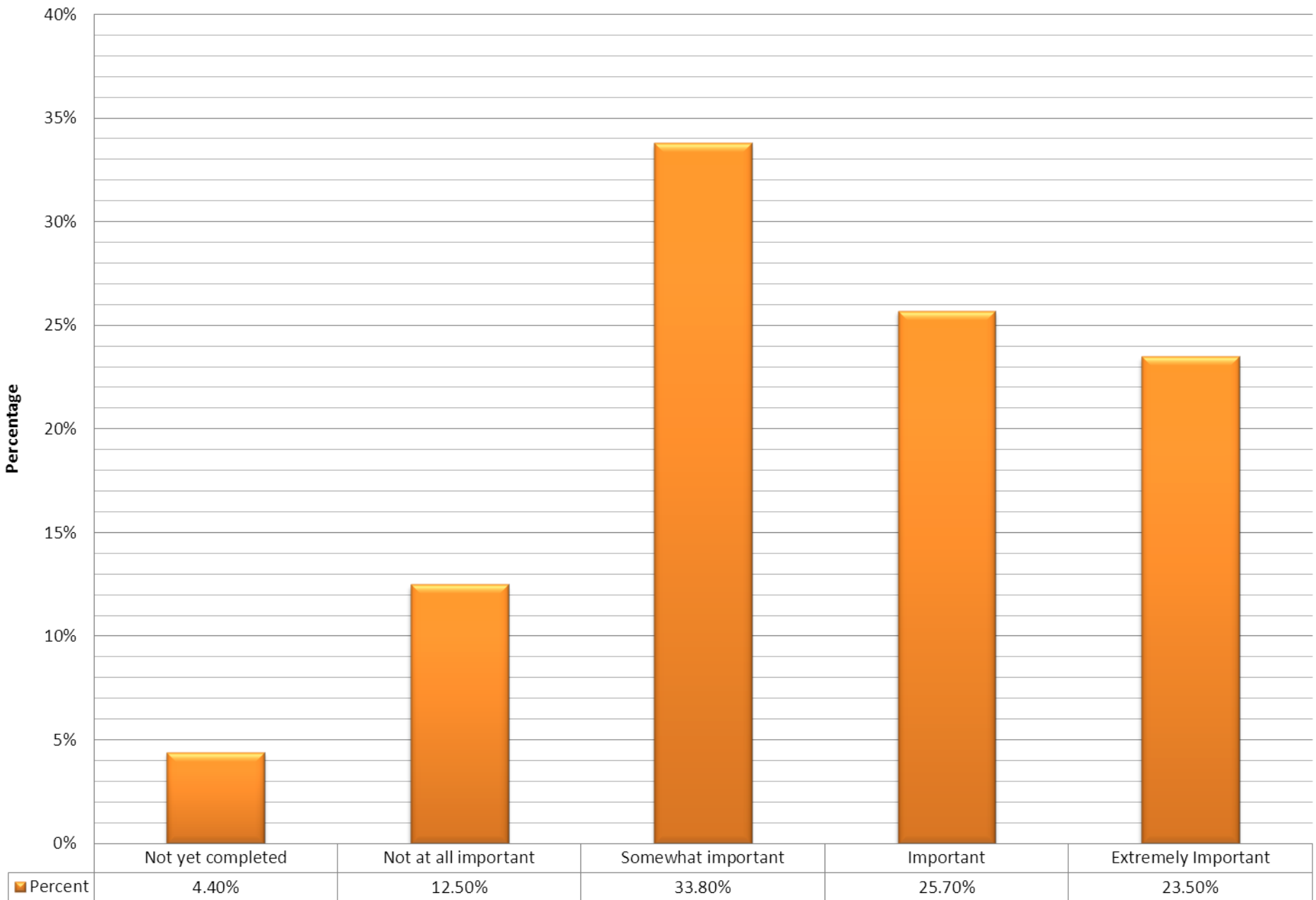
# 13a. To what extent have you achieved the learning objectives for [XC] specified above?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	8	5.9%	5.6%	5.6%
Not at all	2	1.5%	1.4%	1.4%
A little	6	4.4%	4.2%	4.2%
Moderately	35	25.7%	24.3%	24.3%
Well	31	22.8%	21.5%	21.5%
Very Well	54	39.7%	37.5%	37.5%

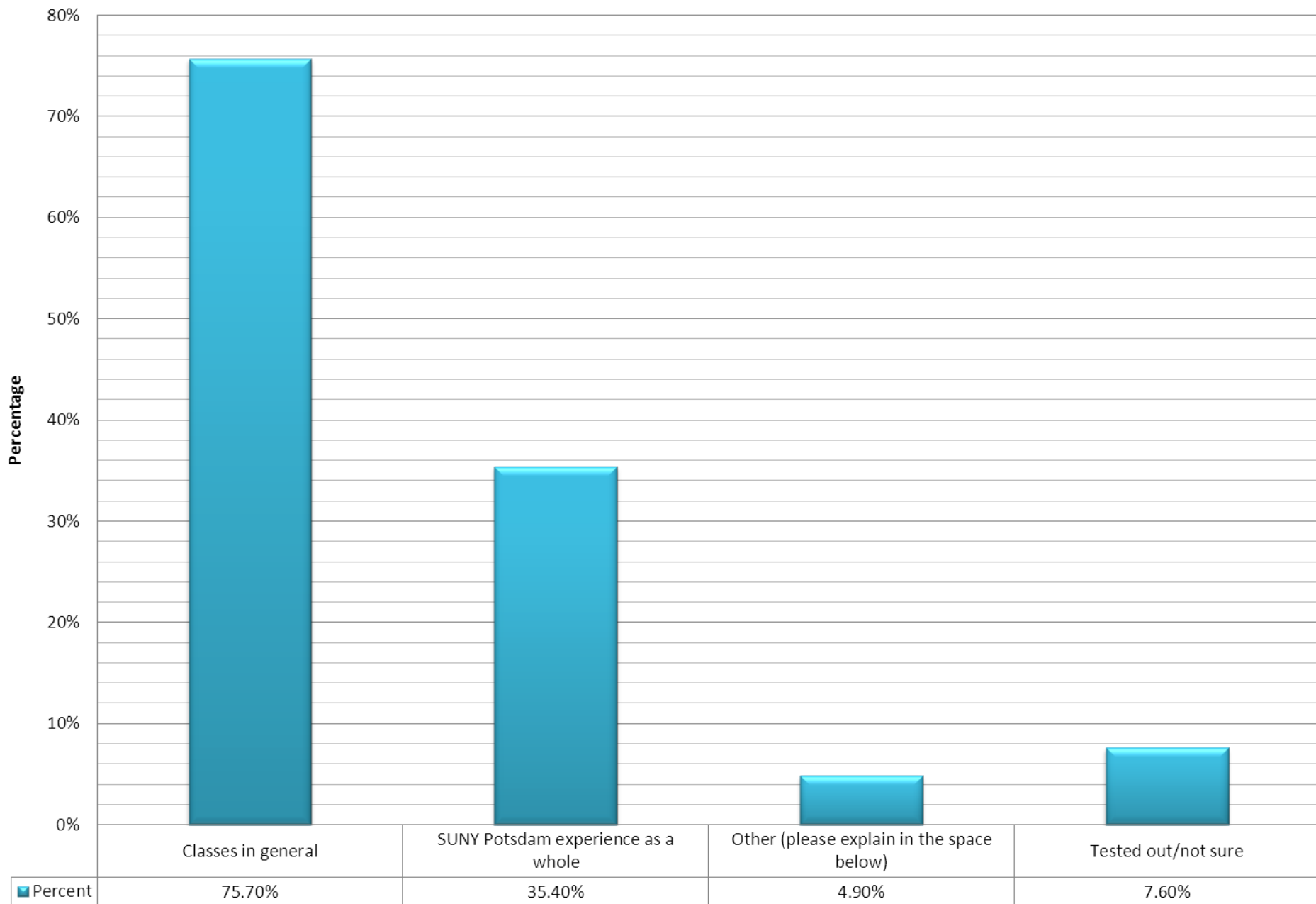
# 13b. How important were these objectives to your education here at SUNY Potsdam?



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Choice	Count	Percentage of Sample Answering	Percentage of Sample Asked	Percentage of Total Sample
Not yet completed	6	4.4%	4.2%	4.2%
Not at all important	17	12.5%	11.8%	11.8%
Somewhat important	46	33.8%	31.9%	31.9%
Important	35	25.7%	24.3%	24.3%
Extremely Important	32	23.5%	22.2%	22.2%

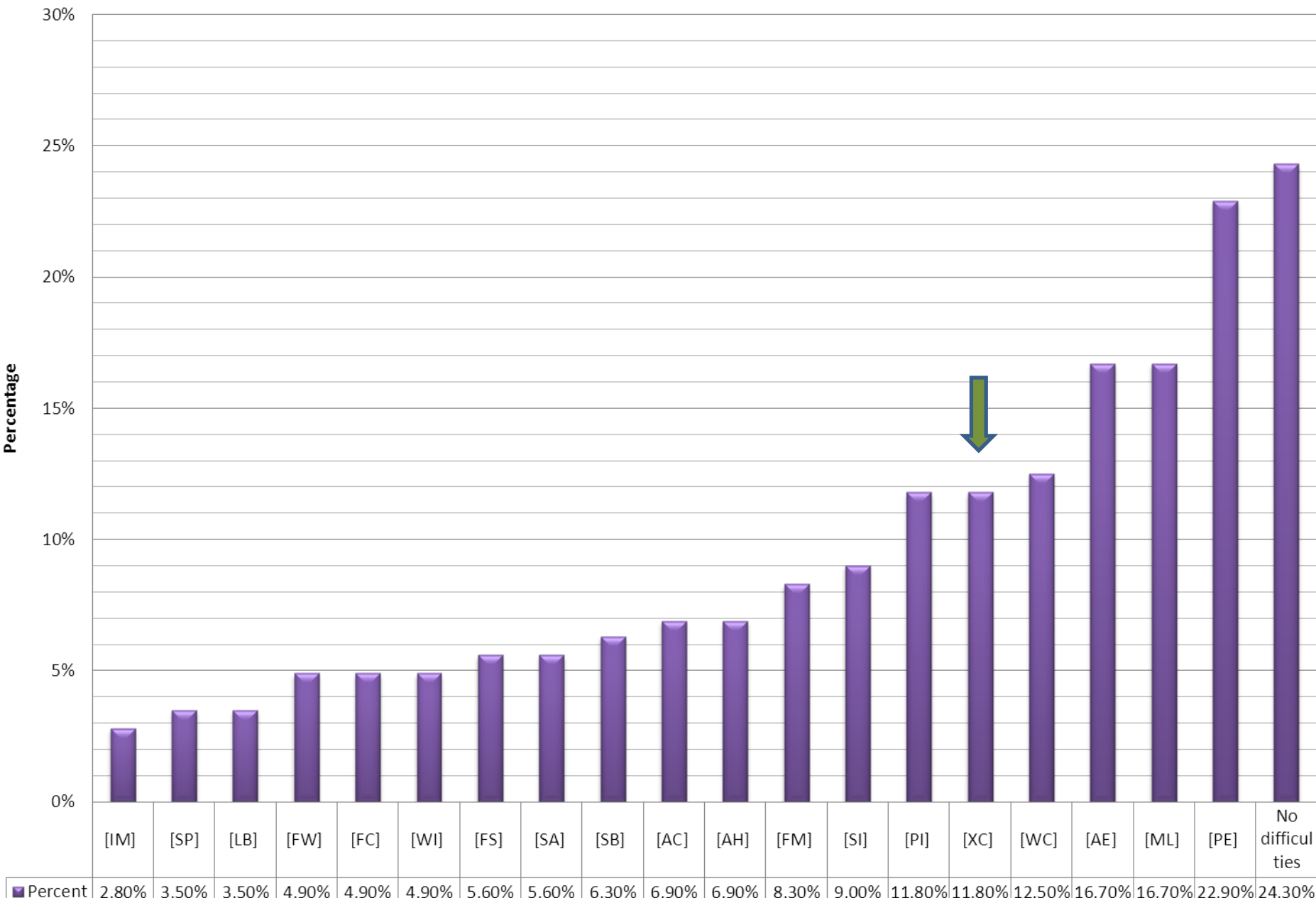
### 13c. What activities enabled you to understand and appreciate non-European cultures?



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Choice	Count	Percent of Sample Asked	Percent of Total Sample
Classes in general	109	75.7%	75.7%
SUNY Potsdam experience as a whole	51	35.4%	35.4%
Other (please explain in the space below)	7	4.9%	4.9%
Tested out/not sure	11	7.6%	7.6%

## 23a. If you personally experienced difficulty in completing any Gen Ed requirements, which designator(s) posed difficulty?



# SUNY Potsdam SLOs for XC

## The Student will:

- 1. devote a majority of reading and class time to the study of the examined group(s);**
2. explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological;
3. demonstrate ability to compare and contrast the examined group(s) with other cultures;
4. demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures;
5. recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism;
6. submit written or spoken exercises about the examined group(s) which demonstrate an understanding of the issues and methodologies identified in the preceding criteria.

In late April or early May you will be asked to provide assessment data for each of these 6 outcomes as follows:

**3. Students will demonstrate ability to compare and contrast the examined group(s) with other cultures;**

- Number of Students Exceeding \_\_\_\_\_
- Number of Students Meeting \_\_\_\_\_
- **Numbers of Students Approaching \_\_\_\_\_**
- Number of Students Not Meeting \_\_\_\_\_
- Outcome Not Assessed \_\_\_\_\_
- Outcome Not Taught \_\_\_\_\_

Note: The sum of these should equal the number of students in your XC course(s).

# Clarification Note for: **Numbers of Students Approaching \_\_\_\_\_**

- “Approaching” is arguably subjective but should be viewed as some level of activity but definitely not developed enough to be considered a true demonstration of skill, ability, understanding, or knowledge. In other words an “F” for this particular outcome even though the student may be “meeting” or “exceeding” expectations for other outcomes.

# FAQs

- Q. Do I include students who have dropped my course?
- A. Do not include students who formally have withdrawn from your course but do include data for those who just simply decided not to attend.
- Q. Is this an evaluation of Faculty?
- A. No. These assessment data are aggregated and reported to the Gen Ed Assessment Committee for the purpose of improving the Gen Ed program and informing planning, decision-making and resource allocation. This assessment of the program is also required by SUNY System Admin and an expectation of MSCHE.

**11. Assessment tool(s) used to assess the SUNY Learning Outcome(s): (May include one or more of the following. Check all that apply.)**

- Exam(s)
- Quiz(zes)
- Standardized/Departmental Tests
- Homework
- Project(s)
- Oral Presentation(s)
- Writing Sample(s)
- Portfolio
- Interview(s)
- Live Performance(s)
- Rubrics
- Other (specify) \_\_\_\_\_

12. What assignments and/or assessment activities did you feel were most effective in generating assessment data to measure the number of students who were 'exceeding', 'meeting', 'approaching' or 'not meeting' the XC student learning outcomes?

# Closing the Loop

13. Based on these assessment data, what adjustments will you make, if any, in order to improve student achievement of the learning outcomes for this designator the next time you teach the course?

# Discussion of Best Practices in Assessing Student Learning Outcomes

- 1. devote a majority of reading and class time to the study of the examined group(s);**
2. explain the interconnections of several significant aspects of the examined group(s) such as the political, historical, artistic, ideological, economic, technological;
3. demonstrate ability to compare and contrast the examined group(s) with other cultures;

# Discussion of Best Practices in Assessing Student Learning Outcomes

4. demonstrate ability to reconstruct the interaction of the examined group(s) with other cultures;
5. recognize and address the problems raised by ethnocentrism and cultural relativism, and/or the tensions between nationalism and globalism;
6. submit written or spoken exercises about the examined group(s) which demonstrate an understanding of the issues and methodologies identified in the preceding criteria.

# Discussion of Best Practices in Assessing Student Learning Outcomes

- Some instructors of XC have introduced the use of 'clickers' as assessment tools for quizzes regarding ethnocentrism and for comparing and contrasting cultures.
- Discussions of cultural movies; culminating projects/presentations and the scaffolding that leads to ability to compare and contrast;
- 'Tickets out the door' – indirect assessment method to respond to questions such as "Did this course improve your ability to recognize problems raised by ethnocentrism...?"
- Essays with requests to rewrite with new information was used extensively by some.

# Questions?

